DOCUMENT RESUME

ED 407 983 JC 970 323

AUTHOR	Oromaner, Mark
TITLE	Student Characteristics and Enrollment Challenges. Report 97.06-SR.
INSTITUTION	Hudson County Community Coll., Jersey City, NJ. Office of Planning and Institutional Research.
PUB DATE	May 97
NOTE	13p.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Community Colleges; Comparative Analysis; *Enrollment; *Enrollment Rate; *Enrollment Trends; *Ethnic Groups; Full Time Students; Part Time Students; *Student Characteristics; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS	Hudson County Community College NJ

ABSTRACT

This report provides a statistical profile of enrollment trends, student characteristics, and challenges related to total enrollment and the enrollment of specific groups at New Jersey's Hudson County Community College (HCCC). Data and descriptions of trends are provided on student headcount enrollment for fall 1975-95; student gender, race, and age for 1990 and 1996; credit student headcount enrollment, 1990-91 to 1996-97; full-time equivalent enrollment, 1990-91 to 1995-96; percentage of county residents enrolled in fall 1995, including comparative data for other counties in New Jersey; and enrollment by registration status for 1991-96. Highlighted data include the following: (1) from 1985-90, enrollments declined by 16% (n=-533), although they subsequently increased by 50% (n=4,249) between 1990 and 1995; (2) between 1990 and 1996, the percentage of African Americans in the total enrollment increased from 13% to 19%, while the percentage of Caucasians decreased from 24% to 15%; (3) the percent of Hudson County residents 18 and older enrolled at HCCC increased from .66% in 1990 to .96% in 1996, while the state average for community colleges is 2.2%; (4) in 1994, 62% of HCCC students were enrolled full-time, compared to only 40% for community colleges statewide and 36% nationwide; and (5) between 1991 and 1996, the percentage of new freshman and new transfers increased by 46% and 48%, respectively. (HAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 407 983

Hudson County Community College

Office of Planning and Institutional Research
25 Journal Square, Jersey City, NJ 07306
☎ (201) 714-2113
FAX: (201) 714-7148

Student Characteristics and Enrollment Challenges

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Oromaner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Mark Oromaner
Report 97.06-SR
May 1997

Mark Oromaner, Dean
Chanida Katkanant, Director of Institutional Research
Emma Lopez, Secretary to the Dean

UC 970 323

BEST COPY AVAILABLE

STUDENT CHARACTERISTICS AND ENROLLMENT CHALLENGES

This brief report provides a statistical profile of enrollment trends, characteristics of students, and challenges in terms of total enrollment and the enrollment of specific groups.

The 1975-1995 enrollments are summarized in Table 1. Significant increases occurred from 1975-1980 and from 1980-1985. However, from 1985-1990, enrollments declined by 16 percent (N= -533). This decline reflects the changes in leadership and other problems at the College during that period. Changes instituted during the early 1990's are reflected in the recent (1990-1995) 50 percent (N=1417) increase in enrollment. This increase is particularly significant given a less than 7 percent growth in the New Jersey Community College sector during the 1990-1995 period.

Since 1990, HCCC has been the fastest growing of the 19 community colleges in New Jersey.

Table 1.
SUMMARY CREDIT STUDENT HEADCOUNT ENROLLMENT FALL 1975-1995 (Five Year Intervals)

	Part-Time		Full-Time		Total
	N	%	N	%	
1975	609	74	217	26	826
1980	1146	48	1246	52	2392 (+190%)[1]
1985	1284	38	2081	62	3365 (+41%)
1990	1120	40	1712	60	2832 (-16%)
1995	1742	41	2507	59	4249 (+50%)

[1] Percent change.

The diversity of the student population and changes in that population (1990-1996) are presented in Table 2. The categories that have been increasing at the fastest rates are: full-time, female, African-American, Asian/Pacific Islander, and younger (below 25) students. In terms of diversity and multiculturalism, although 80 percent of the students are minority students, the four racial/ethnic categories are represented in double digits. In addition, fall 1995 students were born in eighty-two countries, and forty-one countries were represented in the College's ESL courses. In contrast, in 1991 32 countries were represented among the ESL students. In terms of academic diversity, 22% (N=933) of the fall 1996 students were enrolled in ESL courses and 26% (N-1,057) of the students were enrolled in Basic Skills courses. In recent years approximately 90 percent of entering students tested for basic skills proficiency were in need of remediation in at least one area (mathematics, writing, reading).

Table 2.

FALL 1990 - 1996 CHANGE IN SELECTED STUDENT CHARACTERISTICS

	1990		1996		Change	
	N (2832)	% (100)	N (4129)	% (100)	N (1297)	% (+46)
Enrollment Status:						
• *Part-Time*	1120	40	1553	38	433	+39
• *Full-Time*	1712	60	2576	62	864	+50
Gender:						
• *Female*	1616	57	2504	61	888	+55
• *Male*	1216	43	1625	39	409	+34
Race/Ethnicity:						
• *African American*	382	13	790	19	408	+107
• *Asian/ Pacific Islander*	290	10	478	12	188	+65
• *Hispanic*	1340	47	2009	49	669	+50
• *Caucasian*	690	24	614	15	-76	-11
• *Other/Unknown*	130	5	238	6	--	--
Age:						
• *20 or Younger*	683	24	1131	27	448	+66
• *21 - 24*	641	23	1059	26	418	+65
• *25 - 24*	857	30	1163	28	306	+36
• *35 or older*	644	23	744	18	100	+16
• *Unknown*	7	--	32	1	--	--

Over 95 percent of the students live in Hudson County and almost all of the remaining students reside in other New Jersey counties. The program attracting the largest number of out-of-county residents is the regional Culinary Arts program.

The recent semester enrollments are presented in Table 3. From the fall of 1990 to the fall of 1996 the total enrollment increased by 46 percent, part-time enrollment increased by 39 percent and full-time enrollment increased by 50

percent.

Table 3.
CREDIT STUDENT HEADCOUNT ENROLLMENTS
Fall/Spring 1990/91 - Fall/Spring 1996/97

	Part-Time	Full-Time	Total
1990 Fall	1,120	1,712	2,832
1991 Spring	1,031	1,687	2,718
1991 Fall	1,185	1,702	2,887
1992 Spring	1,088	1,720	2,808
1992 Fall	1,241	1,835	3,076
1993 Spring	1,379	1,893	3,272
1993 Fall	1,426	2,019	3,445
1994 Spring	1,432	2,171	3,603
1994 Fall	1,516	2,443	3,959
1995 Spring	1,604	2,417	4,021
1995 Fall	1,742	2,507	4,249
1996 Spring	1,444	2,283	3,727
1996 Fall	1,553	2,576	4,129
1997 Spring	1,458	2,581	4,039

Table 4 presents credit and FTE data for the academic years 1990/91 - 1995/96. The changes here are dependent on and, therefore, reflect changes in headcount enrollments in Table 3. For the period reported, credits and FTE's increased by 46 percent.

Table 4.
TOTAL CREDITS AND FULL-TIME EQUIVALENT ENROLLMENT (FTE)
AY 1990/91 - AY 1995/96

	TOTAL CREDITS	FTE
ACADEMIC YEAR	N	N
AY 1990/91	64,413	2,147
AY 1991/92	66,218	2,207
AY 1992/93	73,014	2,434
AY 1993/94	80,617	2,687
AY 1994/95	90,523	3,017
AY 1995-96	94,080	3,136

Although the College has experienced significant enrollment increases, the potential for much larger enrollments is quite evident. For instance, while the College is fourteenth in terms of credit student enrollments, the county is the fifth largest in terms of population (1990; N=553,009).[1] Figures 1 and 2 place HCCC within the context of the state sector in terms of enrollment possibilities. The data in Figure 1 indicate that while HCCC's "penetration percentage" (the percent of the county population 18 and older enrolled at the College) has increased from .66 in 1990 to .96 in 1996; the state average for community colleges is 2.2 percent. If HCCC met the state average, the credit student enrollment would be approximately 9,500 (2.2 percent of 430,695), that is, the enrollment would more than double. This assumes an average rate and does not take into consideration the small size of the county, the accessibility of the College, and the needs of the urban population of the county.

Figure 2 compares fall 1995 enrollments among the state's six most populous counties. HCCC is by far the smallest of the colleges serving the six counties. Hudson's enrollment is 48 percent as large as the enrollment at the college with the fifth largest enrollment (Essex; N=8,943), and only 32 percent as large as the college with the largest enrollment (Bergen; N=13,207). The Camden and Monmouth (Brookdale CC) comparisons are instructive. Hudson's population is 50,000 larger than that of Camden and identical to that of Monmouth, however,

[1] A 1991 report (A Comprehensive Urban Community College: A Vision For The Future) of the New Jersey Department of Higher Education cites HCCC as one of "the only two New Jersey community colleges whose penetration rates fall below 1%" (p.5).

Camden CC enrolls over 13,000 credit students and Brookdale CC enrolls over 12,000 credit students.

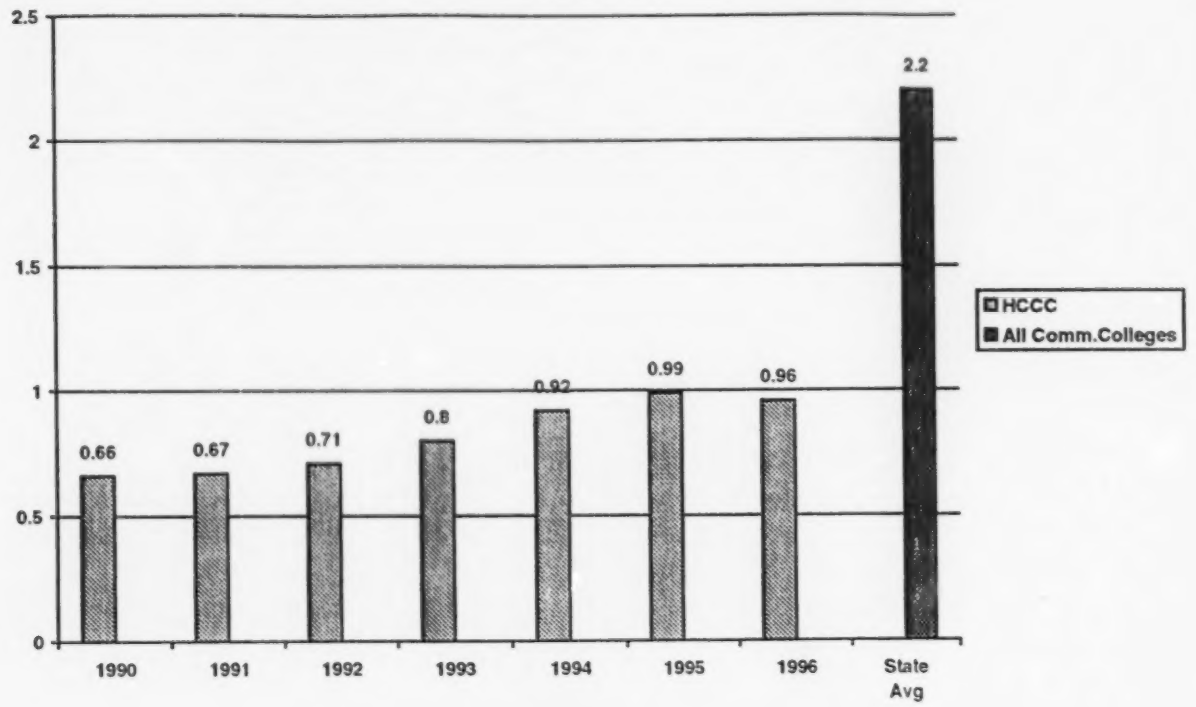

Figure 1. ***Percentage of Population 18 and Older Enrolled at HCCC and at all N.J. Community Colleges***

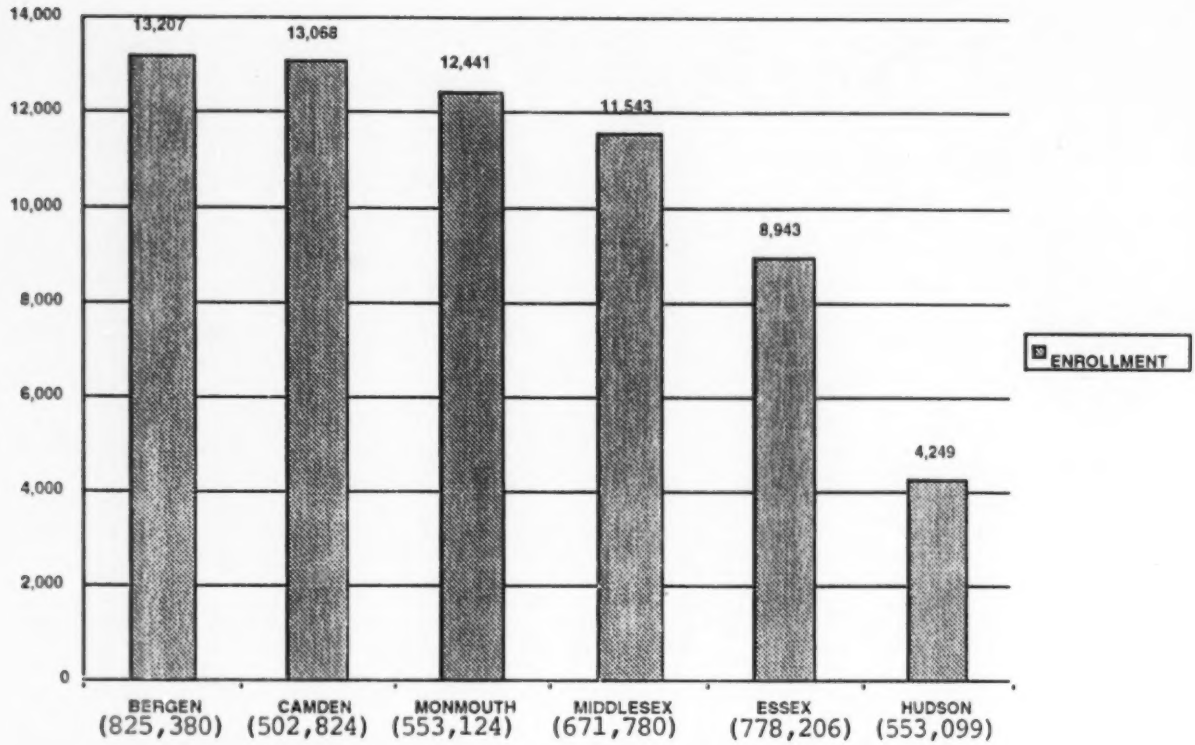

Figure 2. ***COMMUNITY COLLEGE FALL CREDIT STUDENT ENROLLMENT (1995) FOR NEW JERSEY'S SIX MOST POPULOUS COUNTIES (1990)***

The College is committed to serving each of the diverse populations in Hudson County. The data in Table 5 indicate the penetration percentages for various population groups. In terms of race/ethnicity, the percentage ranges from a low of .31 for whites to a high of 1.80 for Asians. In terms of gender, the percentage is higher for women (1.12) than it is for men (.84), and, as one would expect, the percentage decreases with age group (the range is from a high for students 19 and below [4.85] to a low [0.08] for the 50 and over group).

Table 5.

COUNTY POPULATION EIGHTEEN OR OLDER (1990), HCCC ENROLLMENT OF RESIDENTS (FALL 1995), AND PENETRATION PERCENTAGE ACCORDING TO SELECTED CHARACTERISTICS

RACE/ETHNICITY	POPULATION 18 OR OLDER	PENETRATION PERCENTAGE
AFRICAN AMERICAN	48,585	1.57
ASIAN	26,317	1.80
HISPANIC	134,946	1.49
WHITE	219,205	0.31
GENDER		
MEN	205,099	0.84
WOMEN	225,596	1.12
AGE		
19 AND BELOW	14,495	4.85
20-24 YEARS	44,094	3.38
25-29 YEARS	60,820	1.14
30-49 YEARS	164,248	0.76
50 AND OVER	147,038	0.08
TOTAL COUNTY	**430,695**	**0.99**

Source:

"Population by Race and Hispanic Origin by Age, Total Housing Units, New Jersey, Counties and Municipalities: 1990," New Jersey State Data Center 1990 Census Publication, March 1991; HCCC Tenth-Day Enrollment files.

Hudson County comprises twelve municipalities. The penetration percentage for each municipality ranges from a low of .28 for Secaucus to a high of 1.18 for Jersey City. The municipalities which are most densely populated and where the College has permanent sites have the higher rates of enrollment. The College, however, is committed to serving each area of the county and has increased the penetration percentage in the municipalities over the past five years from between .06 (Kearny) and .39 (Jersey City) percentage points.

An examination of the composition of HCCC's enrollment reveals that the College presents a "deviant case" (Table 6). That is, since 1979 a majority of the students have enrolled on a full-time basis. In addition, recent enrollment percentages have remained quite constant at approximately 40 percent part-time and 60 percent full-time. In contrast, national part-time community college enrollments account for 64 percent of the total, part-time enrollments in the Middle States Region account for 55 percent, and part-time enrollments in New Jersey account for 60 percent.[2]

Although an examination of enrollments (Fall 1994) according to academic preparation of students indicates that the deviant case may be partially accounted for by the fact that almost 90 percent of the ESL students and almost 80 percent of the basic skills students are full-time, fifty-six percent of the fully program ready students are also enrolled on a full-time basis. If the College is to experience significant enrollment increases, it is likely that an increasing percentage of these increases will be accounted for by part-time students. Additional and new marketing and outreach activities must be developed and implemented to reach the part-time student. Finally, to quote from data report on the deviant case, "A full understanding of the deviant case phenomenon at HCCC would include analyses of recruitment activities; academic program offerings; course scheduling; and academic, personal, and financial aid counseling" (p.3).

---

[2] "A Research Note on a Deviant Case: The Majority Enrollment of Full-Time Students at HCCC," 1995. Data Report No. 95.03 is available in the Office of the Dean of Planning and Insitutional Research.

Table 6.
PART- AND FULL-TIME PERCENTAGE ENROLLMENT
OF COMMUNITY COLLEGE STUDENTS, 1994

	PERCENT	
	PART-TIME	FULL-TIME
Nationwide[1]	64	36
New Jersey[2]	60	40
Middle States Region[3]	55	45
Hudson County Community College	38	62

1 "AACC Research and Data," October 1995, American Association of Community Colleges.

2 New Jersey Factbook and Directory, 4th Edition, July 1995, New Jersey College Association for Institutional Research and Planning in cooperation with the New Jersey Council of County Colleges, Table A-1, p.3.

3 Transitions Reflections And Predictions: A Special Report of the Executive Director 1974 - 1995, 1995, Commission on Higher Education, Middle States Association of Colleges and Schools, Table 4, p.14.

The data in Table 7 provide some insight into the recent growth in enrollments and point to challenges to be addressed if the enrollment is to continue to grow. In this Table students are classified as continuing students, new freshmen, new transfers, or readmitted students. Slightly over one-half of the students are continuing students. While this category increased by 41 percent (1991-1996), new freshman and new transfers increased by 46 and 48 percent respectively. These data point to the importance of a strong enrollment management program comprising both recruitment related and retention related activities. The 1995-1996 comparison demonstrates the extraordinary burden placed at present on recruitment. Almost 2000 new students (freshman, transfers, readmitted) were enrolled during the fall 1996 semester, however, there were 120 fewer students at the College during that semester than there were during the fall

1995 semester.

Table 7.

ENROLLMENT BY REGISTRATION STATUS, FALL 1991 - FALL 1996

Year	Continuing Students	New Freshmen	New Transfers	Readmitted Students	Total/ Change'
Fall 1991	1,523	990	176	194	2,883 (55)
Fall 1992	1,697	987	160	232	3,076 (193)
Fall 1993	1,841	1,135	241	228	3,445 (369)
Fall 1994	2,024	1,336	295	304	3,959 (514)
Fall 1995	2,181	1,583	242	243	4,249 (290)
Fall 1996	2,145	1,447	261	276	4,129 (-120)
Difference 1991 - 1996					
N	622	457	85	82	1,246
%	41	46	48	42	43